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ABSTRACT

Attitudes held by students and instructors toward students of differing ages were investigated. The respondents were 32 undergraduates in each of four age-groupings (to 19, 20-24, 25-35, 35+ years of age) and 32 college instructors. All respondents rated four student age-groups (to 19, 20-24, 25-35, 35+ years of age) on eight variables: concern for grades, study time, exam scores, contributions to class discussion, class attendance, interaction with instructors, interaction with peers, and student group preferred. Students also gave their projections of their teachers' ratings. Results from analyses of variance for each of the eight variables showed that both students' and instructors' judgments differed depending on the age of student judged. On the first six of the listed measures, the two older groups of students underestimated their instructors' ratings of themselves. These results, together with the finding that only 35+ year-olds projected that their instructors would rate them as among the least-preferred students, suggest indications of the older students' negative school self-esteem. (Author)

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Instructor and Student Perceptions of College Students of Differing Ages [1]

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Instructor and Student Perceptions of College Students of Differing Ages

In recent years the median age of the student population has risen appreciably. Spinetta and Hickey (4) pointed out that "as recently as 15 years ago, . . . the undergraduate classroom was almost as homgeneous as the high school classes from which the students had come. Most undergraduates were of the same age group and shared similar experiences. During the intervening years, then 'different' students who were then the minority have increased almost to a majority" (p. 431). They add that this increase in the enrollment of older students is occurring at all levels of high education, but is most evident in the two-year community colleges (also 6, p. 307).

The older student whose life experiences are usually more varied than the typical recent high-school graduate, often approach their return to school with some degree of fear and trepidation. These fears are often based on their feelings of not "fitting in" to the typical young-student stereotype, and therefore, not being accepted by either their younger classmates or their instructors.

Morrison and Thomas (2) found that college students' behavior in the classroom is related to how they feel about themselves in the school setting.

Students who scored lower on the portion of the Coopersmith inventory which specifically related to school self-esteem, tended to sit further to the back of the classroom and contributed less to class discussions than did students who scored higher on the test. No relationship was found between higher and lower self-esteem scores and the total number of thoughts or questions reported by the students. Thus, the authors suggested that low self-esteem subjects contributed less to class discussions because they suppressed their responses during class sessions.

A relationship ($r = .38$, $p < .01$) has also been found between level of school self-esteem and actual grades on an examination (3). Although a causal relationship cannot be assumed here, as Morrison and Thomas (2) point out, it is possible that low self-esteem could operate as a "self-fulfilling prophecy," and, as they suggest, psychological withdrawal from class activities may contribute to lower examination performance.

If lower self-esteem does, in fact, contribute to poorer academic performance, and if older students (whose members are increasing rapidly in the college population) have a negative view of their acceptance in the classroom environment, it is important to determine whether such self-perceptions are valid. The purpose of the present study was to examine the attitudes held by both younger and older college students and their instructors toward students of different ages.

More specifically, this research was designed to provide answers to the following questions: (a) Do student attitudes toward their own academic performance change with the age of the student? (b) Do students have different

expectations of their classmates based on their classmates' ages? (c) Do instructors have different expectations of their students based on their students' ages? (d) Do students accurately perceive the attitudes of their teachers toward their own and other age-groups of students? (e) What factors do instructors tend to weigh most heavily when they judge which students they prefer in class?

Method

Design

A 4 × 4 × 2 (age of student-respondent × age of student-group judged × respondent's own rating vs respondent's projection of teachers' ratings) design was used. The four age-groupings of student-respondents as well as the four student age-groups rated were identical: to 19; 20-24; 25-35; 35+ years of age. In addition, teachers also rated the four student-groups. All respondents (both students and teachers) rank-ordered the four student age-groups on eight different variables.

Setting

Palomar Community College, San Diego, California, a typical Western two-year college in which the median age of student was 25 years, was selected as the site for this study. During the last five years (1970-1975) the enrollment of students 25 years old and older has changed from a minority of 38% to a majority of 51%, with the largest increase occurring in the 35 years and older category. Approximately 25% of this college's student population was composed of students in each of the four age-groups rated[2].

Respondents

Three hundred male and female undergraduates and teachers participated in this study. Of the original sample, 128 students (32 in each of the four age-groupings) and 32 teachers (mean age = 37.8 years) were

randomly selected for use in the study, with the following restrictions: (a) maximizing, but equating, the number of respondents in each student-age category and teacher grouping, and (b) respondent's proper completion of the test-materials.

Materials

A questionnaire was constructed which required respondents to rank-order the four student age-groups on the eight variables listed in Table 1. The questionnaires for (a) the student's own ratings, (b) the student's projection of the teachers' ratings (see Table 1), and (c) the teacher's own ratings, were identical except for necessary changes in instructions relating to own or teacher's judgments, and pronoun changes in Item 8 from "they" to "you" and from "students" to "classmates."

Insert Table 1 about here.

Procedure

Student-respondents were tested in groups in a classroom setting. They were first given the questionnaire asking for their own ratings of the four student age-groups. The experimenter read the instructions on the form and gave an example of the rating procedure using a new, but similar, question to those on the form. All respondents then completed the questionnaire at their own pace. The students were then given the questionnaire asking for their projections of their teachers' ratings. Testing followed the same procedures as before.

The 32 teacher-respondents were tested individually and were given only the teacher's own rating form to complete. Other testing procedures were similar to that for the students.

All respondents were fully informed of the experimental procedures and goals of the study. They were also told that their individual responses would remain confidential.

Results

The data were each respondent's rank-order rating of students in the four different age-groups on each of the eight items on the questionnaire: concern for grades; study time; contribution to class discussion; exam scores; class attendance; interaction with instructors; interaction with peers; student group preferred. There were five different respondent groupings: four different age-groupings of student-respondents and one grouping of teacher-respondents. Each of the four age-groupings of student-respondents gave two ratings on each questionnaire item: their own ratings and their projected ratings of their teachers' beliefs. The one grouping of teacher-respondents gave only their own ratings on each questionnaire item. Thus, there were three different ratings of the four student age-groups: the students' own ratings, the students' projections of their teachers' ratings, and the teachers' own ratings.

These data for each of the eight questionnaire items, or dependent variables, were tested using three mixed-design analyses of variance (see Winer, 5, for discussion of the use of ANOVA for non-normally distributed data):

(1) a 4 x 4 x 2 design in which the four age-groupings of student-respondents was a between-S variable, and both the four different student age-groups judged and the comparison of their own ratings versus

the ratings they projected for their teachers were within-S variables. (Do students project the teachers' beliefs as being different from their own for the four student age-groups?)

(2) a 5 x 4 design in which their own-ratings by the five groupings of respondents (the 1 grouping of teacher-respondents and the 4 age-groupings of student-respondents) was a between-S variable, and their ratings of the four different student age-groups was a within-S variable. (Do the students' beliefs and the teachers' beliefs differ for the four student age-groups?)

(3) a 5 x 4 design in which the teacher-ratings by the five groupings of respondents (the teacher-respondents' own ratings and the projected teacher-ratings by the 4 age-groupings of student-respondents) was a between-S variable, and their ratings of the four student age-groups was a within-S variable. (Do the students' projections of the teachers' beliefs differ from the teachers' actual beliefs for the four student age-groups?)

For each dependent variable, the analyses of variance results are presented below for the highest significant level of interaction in which each significant factor occurred. All factors and higher-level interactions which were not statistically significant have been omitted from discussion.

Questionnaire Items

Tables 2 through 9 show the mean rankings for the eight questionnaire items by students and instructors for the four student age-groups judged.

Insert Tables 2 through 9 about here

The eight 4 x 2 x 4 factorial analyses of variance (one for each of the eight questionnaire items) comparing the four age-groupings of student respondents' own ratings with their projected-teacher ratings for the four age-groups judged showed the following results: (a) On the first seven questionnaire items, the students' own ratings of the four age-groups did not significantly differ from their projections of the teacher's ratings. However, significant 2-way interactions were found between age of respondent-grouping and age of group-judged [$F(9, 372) = 10.71; 4.21; 2.30; 4.17; 2.35; 34.40; 153.79$, all $ps < .05$, for concern for grades; study time; contribution to class discussion; exam scores; class attendance; interaction with instructors; interaction with peers, respectively]. (b) The similar analysis of variance on the eighth questionnaire item, student group most preferred, showed a significant triple interaction between age of student-respondents, students' own ratings vs. their projections of the teachers' ratings, and the age-groups judged [$F(9,372) = 6.30$, $p<.01$]. Thus, while on the seven of the eight questionnaire items each age-grouping of student-respondents expected their teachers to judge the age-groups similarly to their own ratings, the four age groupings of students differed between themselves as to the ratings they assigned to the four student age-groups. On the eighth item, not only did the four age-groups of students differ among themselves in their ratings of the four student age-groups, but also projected that their teachers' ratings would be different from their own ratings.

The eight 5 x 4 factorial analyses of variance comparing the five respondent-groupings (teachers and four age-groupings of students) own ratings of the four student age-groups showed the following results: (a) On six questionnaire items, significant 2-way interactions were found between respondent-groupings and age of student-group judged [$F(12, 465) = 3.79$; 2.13; 1.83; 2.01; 2.52; 2.41, all $ps < .05$, for concern for grades; study time; contribution to class discussion; interaction with instructors; interaction with peers; student group most preferred, respectively]. (b) Similar analyses of variance on the other two items, exam scores and class attendance, showed only that the ratings differed depending upon the age of the student group judged [$F(3, 465) = 36.19$; 77.89, $ps < .01$, respectively]. Thus, on only two of the eight questionnaire-items did both the students' and teachers' own ratings of the four student age-groups agree. However, on all of the eight questionnaire-items respondents assigned different ratings to the four student-groups judged.

The eight 5 x 4 factorial analyses of variance comparing the five respondent-groupings' teacher-ratings (teachers' own ratings and the projected teacher-ratings by the four age-groupings of student-respondents) of the four student age-groups showed the following results: On all eight questionnaire items, significant 2-way interactions were found between respondent-grouping and age of student-group judged [$F(12, 465) = 7.14$; 4.43; 3.63; 4.76; 1.97; 32.95; 2.41; 16.45, all $ps < .05$, for concern for grades; study time; contribution to class discussion; exam scores; class

attendance; interaction with instructors; interaction with peers; student group most preferred, respectively]. Thus, in agreement with the findings that students erroneously projected the teachers' beliefs to be similar to their own, the students' projections of the instructors' ratings also differed from the instructors' actual ratings of the four age groups.

Instructors' Ratings

The interactions of the mean rank-order ratings by instructors of the four student age-groups for the eight dependent variables are shown in Figure 1. The shape of the student-group-preferred function is most similar to the shapes of three other functions: contribution to class discussions, exam scores, and interaction with instructors. This suggests that instructors base their judgments of the age-groups they most enjoy having as students on these three factors.

Insert Figure 1 about here.

Reliability Values

The significant F-values obtained from the analyses of variance indicate the 32 raters within each respondent-grouping were in basic agreement with one another in rating the four student age-groups. However, individual reliability measures were also computed on the rankings by each rater per respondent-grouping. These measures of agreement or Coefficients of Concordance (W) (see Winer, 5; Downie & Starry, 1), are shown in Tables 2 through 9 for each of the eight questionnaire items.

Discussion

Students' Ratings of Their Own Age Group

The results showed that student attitudes toward their own performance on the test variables differed depending on the age of the student. The 20-24 yr-olds rated themselves more concerned about their grades, but also doing far better on exams, than did any other age-group. They also rated themselves, together with the 25-35 yr-olds, as contributing most to class discussions. The 25-35 yr-olds also optimistically rated themselves as interacting with instructors most often outside of class, and, together with the 35+ yr-olds, attending class most regularly.

The youngest students (to 19 yr-olds) had a more negative view toward their academic performance. They judged themselves as least likely: to spend the most time studying, to contribute most to class discussions, to attend class most often, or to interact most with instructors. The 35+ yr-olds, in addition to being one of the top two groups in attendance at class meetings, stood out from the other age-groups only in that they rated themselves as least likely to do best on exams.

But on the final question, "Which group do you enjoy most as classmates?", all the three younger groups rated their own age-groups significantly higher than did the oldest (35+ yr-olds) students. That these older students perceive themselves, or at least their own age-group, less acceptable as "enjoyable students" suggests they are low in school self-esteem. Certainly, their earlier judgments of their academic performance would not objectively lead to such a negative rating.

Student Ratings of Other-Aged Students

The results showed that students do have different expectations of their classmates based on their classmates' age. Generally, the youngest (to 19 yr-olds) were judged by the other students as contributing the least to class discussions, studying least, interacting least with instructors, attending class least, but interacting with peers most. The middle two age-groups (20-24; 25-35 yr-olds) were judged by their peers as contributing most to class discussions and doing best on exams. The oldest students (35+ yr-olds) were judged to attend class most regularly and to interact with peers least. The younger age-groups (to 19; 20-24 yr-olds) judged the older age-groups (25-35; 35+ yr-olds) to be less concerned about grades than themselves, while the older age-groups judged the younger students to be less concerned about grades than themselves.

Each age-group, however, tended to rate themselves higher than did students of other age-groups on concern for grades, study time, contribution to class discussions, exam scores, and class attendance. In addition, each student age-group tended to prefer classmates of their own age-group most, and students furthest from their own age-group least.

Instructor Ratings of Students

The results also showed that instructors had different expectations of their students' behavior based on their students' age. They rated the 35+ yr-olds as interacting less with peers than any of the other three age-groups. Except for class attendance and study time on which both older groups (25-35; 35+ yr-olds) were rated equally high, the instructors rated the 25-35 yr-old students highest on all other variables: concern for grades, contribution to class discussions, exam scores, interaction with

instructors, and student group preferred. The youngest students (to 19 yr-olds) were rated lowest on all variables except for peer interaction.

Instructor versus Student Ratings

In addition, the results show that on all seven variables tested in which the same question was asked of students and instructors (concern for grades, study time, contribution to class discussion, exam scores, class attendance, interaction with instructors, and interaction with peers), the students judged that their instructors' ratings of their own and other age-groups would be the same as their own. But, on only one of these judgments did students accurately project their instructors' ratings--peer interaction. On five of the variables (concern for grades, study time, contribution to class discussion, exam score, and interaction with instructors) instructors rated the younger two groups (to 19; 20-24 yr-olds) lower, and the two older groups (25-35; 35+ yr-olds) higher than students of those age-groups projected. On class attendance, instructors judged the youngest group (to 19 yr-olds) to attend class less regularly, and the oldest group (35+ yr-olds) to attend class more regularly than those students had projected.

On the question of student group most preferred, the younger two age-groups (to 19; 20-24 yr-olds) overestimated their instructors' preferences for them as students, while the older two groups underestimated their instructors' preferences for students in their age-groups.

School Self-Esteem

The fact that on six of the eight measures taken, the two older groups

(25-35; 35+ yr-olds) of students underestimated their instructors' ratings of themselves, lends further evidence to the suggestion that older students have low self-esteem for themselves in the college setting. (The younger students overestimated their instructors' judgments of themselves on the same six measures.) That the oldest student-group (35+ yr-olds) is lowest in school self-esteem is demonstrated by the fact that they projected that their instructors would rate them among the least-preferred student age-group, while the younger three age-groups projected that instructors would rate them among the most preferred groups.

Although the youngest students (to 19 yr-olds) rated themselves lowest and projected their instructors would rate them lowest on four measures of school performance (study time; contribution to class discussions; class attendance; interaction with instructors), this cannot be attributed to overly low school self-esteem since even these low ratings were overestimations of their instructors' judgments of their age-group. In addition, the youngest students judged themselves as being among the "most enjoyable" groups as classmates and "most preferred" groups by instructors.

The results of the instructors' own ratings of the four student age-groups on the eight variables tested suggested that instructors base their judgments of the age-group they most enjoy having as students on those who contribute most to class discussions, do the best on exams, and interact with their instructors most often outside of class. On all three of these variables, the older student-groups (25-35; 35+ yr-olds) projections of their instructors' beliefs

and their own beliefs were underestimations of the instructors' actual ratings.

Conclusions and Recommendations

In conclusion, the results of this study suggest that after the age of 25, the expectations of students toward their own academic performance decrease with age, but that these decreased expectations are not valid based on their instructors' ratings of their school performance. Based on the previously-cited studies (2, 3) relating school self-esteem and classroom performance, this further suggests the possibility that if the older students' devaluated opinion of themselves as students could be raised, their actual school performance may improve.

Since the average age of the adult student in post-secondary institutions is likely to continue to increase, some effort must be made to help older students acquire a more positive and realistic view of themselves as viable students. The following measures are recommended to help counteract the negative self-image now held by older students.

1. Formal training programs should be made available to program counselors and administrators who advise incoming older students. This training could take the form of workshops or seminars which focus on the needs and problems unique to the older student returning to school.

2. On-campus "mature student" organizations should be established. The mutual peer-support and acceptance fostered by such a group could well increase the older students' feelings that they belong in the school setting.

3. Instructors should be made aware that the older students under-

value their own actual classroom abilities. Since this study suggests that older students are likely to interact with their instructors outside of the classroom, encouragement and approval from sympathetic instructors may help dispel their fears of non-acceptance.

4. Information should be provided to older students that document their acceptance as students by instructors and similarly aged peers. Such results from studies like the present one, should reinforce the older students' decision that returning to school at their age is not considered by others as capricious or meaningless.

It is further suggested that research be undertaken into the etiology of the older student's underevaluation of themselves in the classroom setting, and the degree of benefit gained from various measures taken to diminish such negativism.

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Table 1

Student Projection of Teacher Ratings Form

SEX F_____ M_____ AGE_____

PLEASE READ AND DECIDE WHICH AGE GROUP (LISTED BELOW) BEST APPLIES TO THE QUESTION AND MARK THAT CHOICE (1); THEN DECIDE WHICH IS THE SECOND AND THIRD BEST CHOICE (2 or 3); MARK THE LEAST APPROPRIATE CHOICE (4). COMPLETE EACH QUESTION IN THE SAME MANNER. ANSWER THE FOLLOWING QUESTIONS THE WAY YOU FEEL, BASED ON YOUR PRIOR EXPERIENCE, THAT COLLEGE INSTRUCTORS WOULD RATE EACH AGE GROUP.

In your opinion which age group:	(--19)	(20-24)	(25-35)	(35+)
1) Is most concerned about their grade?	_____	_____	_____	_____
2) Spends the most time studying?	_____	_____	_____	_____
3) Contributes the most to class discussions?	_____	_____	_____	_____
4) Does the best on exams?	_____	_____	_____	_____
5) Attends class most regularly?	_____	_____	_____	_____
6) Interacts with their instructors outside of class most often?	_____	_____	_____	_____
7) Interacts most with peers from class?	_____	_____	_____	_____
8) Do they enjoy having as students?	_____	_____	_____	_____

TABLE 2

Mean Rankings of Concern for Grades

(N = 32; Standard Deviations are shown in parentheses)

Respondent Grouping	Student Age-Group Judged - years				Coefficient of Concordance(W)**
	to 19	20 - 24	25 - 34	35+	
Students Aged to 19 yrs.					
Own Ratings	2.23*(1.24)	1.91 (.78)	2.92 (.69)	3.05 (1.24)	.180
Projected Instructor-Ratings	2.21 (1.25)	2.03 (.86)	2.90 (.86)	2.25 (1.33)	.106
Students Aged 20 - 24 yrs.					
Own Ratings	2.25 (1.22)	1.53 (.76)	2.57 (.80)	3.19 (1.07)	.297
Projected Instructor-Ratings	2.23 (1.27)	1.94 (.91)	2.43 (.95)	3.08 (1.06)	.146
Students Aged 25 - 34 yrs.					
Own Ratings	3.35 (.91)	2.24 (.99)	1.91 (.69)	2.36 (1.29)	.232
Projected Instructor-Ratings	3.38 (1.01)	2.22 (.94)	2.07 (.88)	2.34 (1.18)	.213
Students Aged 35+					
Own Ratings	3.34 (1.12)	2.24 (.84)	2.03 (.78)	2.08 (1.20)	.234
Projected Instructor-Ratings	3.29 (1.02)	2.22 (1.01)	2.07 (.80)	2.38 (1.24)	.180
Instructors' Own Ratings	3.03 (1.26)	2.56 (.95)	2.03 (.97)	2.35 (1.10)	.106

*the lower the ranking, the greater the study time.

**Ws >.09 are significant at $p < .05$.

Table 3

Mean Rankings of Study Time

(N = 32; Standard Deviations are shown in parentheses)

Respondent Grouping	Student Age-Group Judged - years				Coefficient of Concordance(W)**
	to 19	20 - 24	25 - 34	35+	
Students Aged to 19 yrs.					
Own Ratings	2.80*(1.21)	2.20 (.99)	2.40 (.98)	2.23 (1.27)	.053
Projected Instructor-Ratings	2.91 (1.09)	2.24 (1.04)	2.45 (.92)	2.20 (1.34)	.066
Students Aged 20 - 24 yrs.					
Own Ratings	2.93 (1.01)	1.84 (.99)	2.20 (.94)	2.24 (1.12)	.156
Projected Instructor-Ratings	3.12 (1.19)	2.17 (.82)	2.24 (.95)	2.22 (1.24)	.128
Students Aged 25 - 34 yrs.					
Own Ratings	3.36 (.76)	2.24 (.86)	1.93 (.88)	2.17 (1.15)	.248
Projected Instructor-Ratings	3.33 (1.07)	2.22 (.86)	1.83 (.81)	2.44 (1.16)	.244
Students Aged 35+					
Own Ratings	3.36 (1.01)	2.57 (.80)	1.84 (.85)	2.00 (.99)	.286
Projected Instructor Ratings	3.33 (.95)	2.62 (.83)	1.81 (.74)	2.16 (1.26)	.259
Instructors' Own Ratings	3.61 (.71)	2.27 (.90)	1.90 (.73)	1.81 (1.06)	.424

*The lower the ranking, the greater the study time.
**Ws > .09 are significant at $p < .05$.

TABLE 4

Mean Rankings of Contributions to Class Discussions

(N = 32; Standard Deviations are shown in parentheses)

Respondent Grouping	Student Age-Group Judged - years				Coefficient of Concordance(W)**
	to 19	20 - 24	25 - 34	35+	
Students Aged to 19 yrs.					
Own Ratings	2.93*(1.14)	2.27 (1.11)	2.76 (1.02)	2.50 (1.22)	.061
Projected Instructor-Ratings	2.91 (1.17)	2.37 (.98)	2.26 (1.08)	2.47 (1.19)	.049
Students Aged 20 - 24 yrs.					
Own Ratings	3.05 (1.08)	2.09 (1.06)	2.16 (1.03)	2.70 (1.12)	.125
Projected Instructor-Ratings	3.50 (.92)	2.22 (.94)	2.04 (.90)	2.23 (1.15)	.273
Students Aged 25 - 34 yrs.					
Own Ratings	3.30 (.89)	1.91 (.96)	1.88 (.75)	2.94 (1.13)	.313
Projected Instructor-Ratings	3.04 (1.01)	2.07 (1.03)	2.09 (.90)	2.76 (1.24)	.163
Students Aged 35+					
Own Ratings	3.37 (.94)	2.08 (.96)	2.32 (.99)	2.54 (1.14)	.193
Projected Instructor-Ratings	3.04 (1.13)	1.92 (.93)	2.37 (1.04)	2.57 (1.13)	.130
Instructors' Own Ratings	3.64 (.70)	2.34 (.93)	1.66 (.75)	2.38 (1.04)	.409

*the lower the ranking, the greater the contributions to class discussions.
**Ws > .09 are significant at $p < .05$.

TABLE 5

Mean Rankings of Exam Scores

(N = 32; Standard Deviations are shown in parentheses)

Respondent Grouping	Student Age-Group Judged - years				Cofficient of Concordance(W)**
	to 19	20 - 24	25 - 34	35+	
Students Aged to 19 yrs.					
Own Ratings	2.17*(1.09)	2.24 (1.12)	2.71 (1.02)	2.76 (1.18)	.058
Projected Instructor-Ratings	2.84 (1.22)	2.22 (1.04)	2.35 (.87)	2.55 (1.27)	.044
Students Aged 20 - 24 yrs.					
Own Ratings	3.03 (1.03)	1.17 (.75)	2.36 (1.07)	2.99 (1.06)	.462
Projected Instructor-Ratings	3.17 (.99)	1.99 (.92)	2.06 (.95)	2.82 (1.22)	.201
Students Aged 25 - 34 yrs.					
Own Ratings	3.26 (.70)	2.11 (.99)	1.12 (.74)	2.88 (1.18)	.556
Projected Instructor-Ratings	3.32 (.95)	1.94 (.99)	1.61 (.86)	2.63 (.94)	.359
Students Aged 35+					
Own Ratings	3.39 (.95)	2.11 (.99)	1.88 (.83)	2.53 (.98)	.266
Projected Instructor-Ratings	3.23 (.98)	2.10 (1.12)	1.91 (.89)	2.74 (.98)	.220
Instructors' Own Ratings	3.28 (1.07)	2.30 (.96)	1.19 (.97)	2.25 (.92)	.485

*the lower the ranking, the higher the exam scores.
**Ws > .09 are significant at $p < .05$.

TABLE 6

Mean Rankings of Class Attendance

(N = 32; Standard Deviations are shown in parentheses)

Respondent Grouping	Student Age-Group Judged - years				Cofficient of Concordance(W)**
	to 19	20 - 24	25 - 34	35+	
Students Aged to 19 yrs.					
Own Ratings	3.00*(1.32)	2.30 (.83)	2.23 (.82)	1.90 (1.15)	.145
Projected Instructor-Ratings	3.17 (1.23)	2.28 (.77)	2.22 (.80)	1.81 (1.15)	.210
Students Aged 20 - 24 yrs.					
Own Ratings	3.45 (1.05)	2.31 (.93)	2.17 (.82)	1.95 (1.13)	.270
Projected Instructor-Ratings	3.37 (1.10)	2.44 (.88)	2.19 (.71)	1.95 (1.23)	.232
Students Aged 25 - 34 yrs.					
Own Ratings	3.78 (.49)	2.53(.76)	1.70 (.81)	1.95 (1.03)	.516
Projected Instructor-Ratings	3.70 (.64)	2.64 (.79)	1.83 (.68)	1.81 (1.12)	.477
Students Aged 35+					
Own Ratings	3.57 (.80)	2.64 (.97)	2.00 (.62)	1.75 (1.05)	.395
Projected Instructor-Ratings	3.63 (.65)	2.45 (1.01)	1.88 (.66)	1.95 (1.12)	.393
Instructors' Own Ratings	3.34 (.88)	2.30 (.72)	1.94 (.82)	1.64 (.97)	.360

*the lower the ranking, the greater the class attendance.

**$W_s > .09$ are significant at $p < .05$.

TABLE 7

Mean Rankings of Interaction with Instructors

(N = 32; Standard Deviations are shown in parentheses)

Respondent Grouping	Student Age-Group Judged - years				Cofficient of Concordance(W)**
	to 19	20 - 24	25 - 34	35+	
Students Aged to 19 yrs.					
Own Ratings	3.30*(.99)	2.27 (.84)	2.48 (1.02)	2.01 (1.22)	.187
Projected Instructor-Ratings	3.29 (1.14)	2.59 (.91)	2.32 (.90)	1.93 (1.10)	.198
Students Aged 20 - 24 yrs.					
Own Ratings	3.35 (.94)	2.58 (.91)	2.12 (1.04)	2.01 (1.14)	.223
Projected Instructor-Ratings	3.47 (1.10)	2.44 (.72)	2.11 (.91)	1.98 (1.12)	.273
Students Aged 25 - 34 yrs.					
Own Ratings	3.19 (1.18)	2.32 (.86)	2.13 (.79)	2.44 (1.34)	.130
Projected Instructor-Ratings	3.15 (1.27)	2.41 (.80)	2.03 (.82)	2.40 (1.24)	.132
Students Aged 35+					
Own Ratings	3.09 (1.15)	2.25 (1.02)	2.20 (.82)	2.47 (1.30)	.100
Projected Instructor-Ratings	2.82 (1.18)	2.30 (1.02)	2.31 (.74)	2.56 (1.41)	.036
Instructors' Own Ratings	3.53 (1.05)	2.35 (.79)	1.65 (.79)	2.43 (.98)	.362

*the lower the ranking, the greater the interaction with instructors.
**Ws > .09 are significant at $p < .05$.

TABLE 8

Mean Rankings of Interaction with Peers

(N = 32; Standard Deviations are shown in parentheses)

Respondent Grouping	Student Age-Group Judged - years				Cofficient of Concordance(W)**
	to 19	20 - 24	25 - 34	35+	
Students Aged to 19 yrs.					
Own Ratings	1.49*(.92)	1.95 (.65)	3.00 (.51)	3.53 (.98)	.527
Projected Instructor-Ratings	1.38 (.95)	1.93 (.50)	2.89 (.59)	3.63 (.79)	.602
Students Aged 20 - 24 yrs.					
Own Ratings	1.65 (1.10)	1.93 (.76)	2.88 (.61)	3.38 (1.01)	.393
Projected Instructor-Ratings	1.76 (1.07)	1.81 (.77)	2.87 (.55)	3.50 (.98)	.432
Students Aged 25 - 34 yrs.					
Own Ratings	1.77 (1.16)	2.07 (.67)	2.51 (.80)	3.69 (.69)	.427
Projected Instructor-Ratings	1.65 (1.09)	1.89 (.59)	2.66 (.70)	3.75 (.67)	.537
Students Aged 35+					
Own Ratings	1.80 (1.26)	1.81 (.54)	2.78 (.55)	3.57 (.84)	.438
Projected Instructor-Ratings	1.88 (1.16)	2.16 (.77)	2.63 (.83)	3.33 (1.12)	.241
Instructors' Own Ratings	2.35 (1.38)	2.17 (.90)	2.41 (.87)	3.05 (1.11)	.088

*the lower the ranking, the greater the interaction with peers.
**Ws > .09 are significant at $p < .05$.

TABLE 9

Mean Rankings of Student Group Most Preferred

(N = 32; Standard Deviations are shown in parentheses)

Respondent Grouping	Student Age-Group Judged - years				Cofficient of Concordance(W)**
	to 19	20 - 24	25 - 34	35+	
Students Aged to 19 yrs.					
Own Ratings	1.58*(.76)	1.71 (.63)	3.09 (.57)	3.46 (.95)	.548
Projected Instructor-Ratings	2.23 (1.27)	2.11 (1.01)	2.42 (.84)	2.95 (1.20)	.087
Students Aged 20 - 24 yrs.					
Own Ratings	2.97 (1.06)	1.39 (.75)	2.34 (.71)	3.30 (.86)	.424
Projected Instructor-Ratings	3.35 (.98)	2.08 (1.06)	1.99 (.88)	2.52 (1.05)	.232
Students Aged 25 - 34 yrs.					
Own Ratings	3.15 (.95)	1.85 (.68)	1.65 (.79)	3.38 (.83)	.468
Projected Instructor-Ratings	3.35 (.79)	2.00 (.98)	1.93 (.76)	2.68 (1.26)	.266
Students Aged 35+					
Own Ratings	3.34 (.92)	2.10 (.96)	1.91 (.81)	2.25 (1.16)	.255
Projected Instructor-Ratings	2.93 (1.24)	2.05 (.88)	2.01 (.86)	2.97 (1.12)	.170
Instructors' Own Ratings	3.39 (.91)	2.40 (.87)	1.69 (.93)	2.48 (1.08)	.292

*the lower the ranking, the greater the preference for the student group.
**Ws >.09 are significant at $p < .05$.

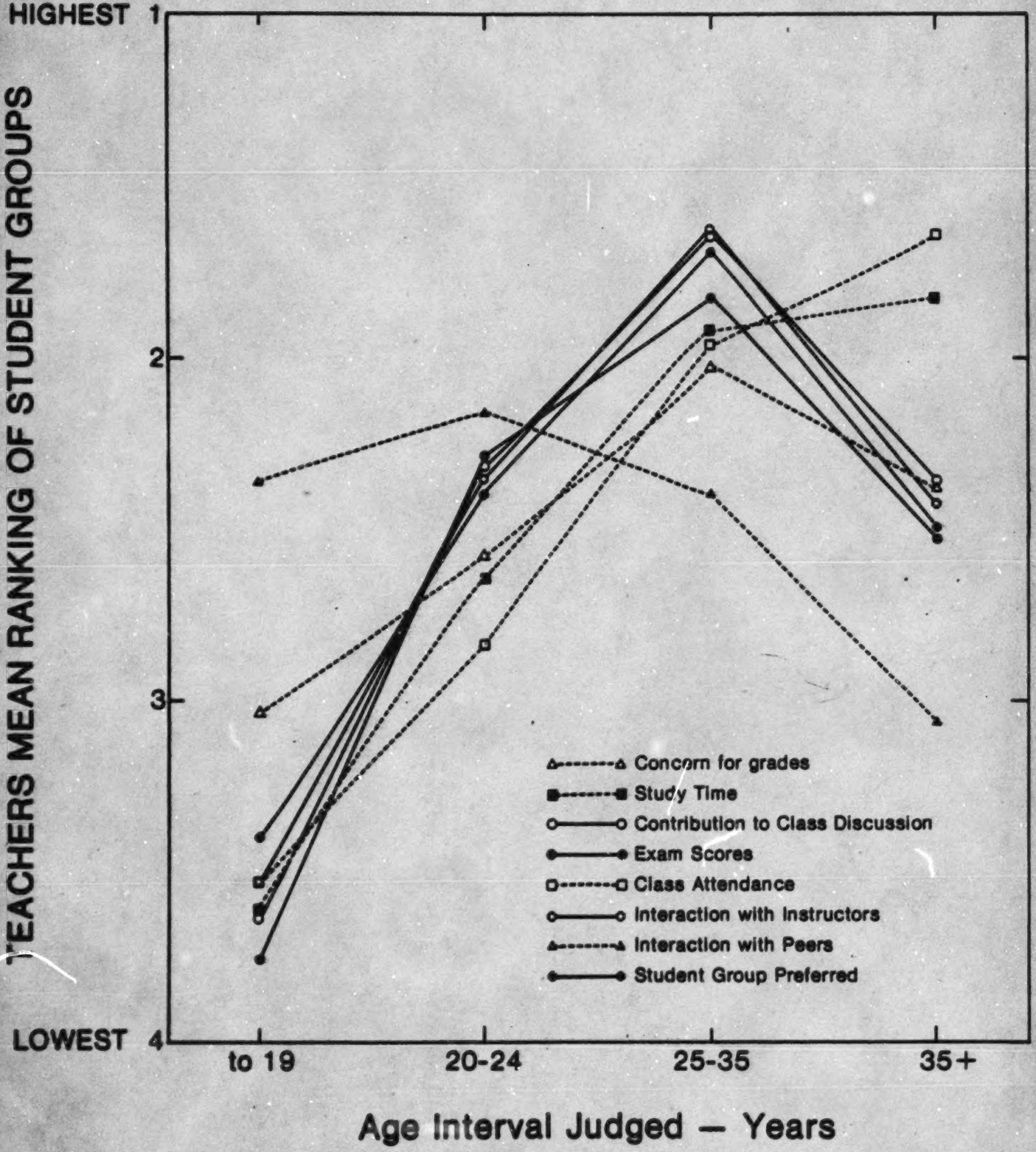
Notes

[1]The authors wish to express their gratitude to Ann Haney, Jane Jackson, and the other instructors at Palomar Community College who assisted and participated in this research.

[2]Information obtained from Lee, H. C. (Registrar) A Statistical Report on Enrollment: A Longitudinal Study 1970-1975 (Rev. January 21, 1976). Palomar Community College, Palomar, California, December 1975.

Figure Caption

Figure 1. Mean rankings on all variables by instructors for the four student age-groups judged.


HIGHEST 1
2
3
LOWEST 4
TEACHERS MEAN RANKING OF STUDENT GROUPS
to 19
20-24
25-35
35+
Age Interval Judged — Years
Concern for grades
Study Time
Contribution to Class Discussion
Exam Scores
Class Attendance
Interaction with Instructors
Interaction with Peers
Student Group Preferred